

## Year 4 Autumn Term Curriculum Map

| English  |   |   |
|--|---|---|
| Writing (HFL)  |   | Spelling (No Nonsense)  |
| <b>Year 4 Writing Purposes</b>   | <p><b>Narrative:</b> Entertain (4.1)<br/> <b>Speech:</b> Persuade (4.2)<br/> <b>Poetry:</b> Free verse (4.3)<br/> <b>Explanation:</b> Inform (4.4)<br/> <b>Narrative:</b> Entertain (4.5)</p>   | <p>Revise: The /e / sound spelt 'ei', 'eigh', or 'ey' The // sound spelt 'ch'<br/>           The // sound spelt 'ou'<br/>           Words ending /ure/ (treasure, measure)<br/>           Prefixes 'in-', 'il-', 'im-' and 'ir-'<br/>           Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') Homophones peace/piece, main/mane, fair/fare</p>   |
| <b>Year 4 Writing Outcomes with core texts</b>   | <p>Narrative linked to Arthur and the Golden Rope<br/>           Persuasive speech linked to The King who Banned the Dark<br/>           Poetry: free verse linked to A Small Dragon<br/>           Explanations linked to the texts: Until I met Dudley; Rosie Revere, Engineer; This Book Thinks You're an Inventor and How Everything Works<br/>           Narrative linked to the texts: Starbird and Zeraffa Giraffa</p> | <p style="text-align: center;"><b>Handwriting (Letter Join)</b></p> <p>Practising previous letter joins and applying to year 4 spelling words.</p>  |
| <b>Vocabulary:</b> Determiner, pronoun, possessive pronoun, adverbial plus all previously taught vocabulary.   |   |   |
| Reading  |   |   |
| <p>Apply their growing knowledge of root words, prefixes and suffixes for reading and understanding (in-, il-, im-, ir-, anti-, inter-, -cian, -sion, -tion, -ssion, -ous).</p> <p>Read previous and Year 3/4 common exception words.</p> <p>Use dictionaries to check the meanings of words they have read.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Identify and discuss words and phrases that capture the readers' interest and imagination.</p> <p>Ask relevant questions to improve their understanding of the text.</p> <p>Make plausible predictions about what might happen from details stated and implied.</p> <p>Identify main ideas drawn from more than one paragraph and summarise.</p> <p>Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, justifying with evidence in the text.</p> <p>Prepare poems and playscripts to read aloud and to perform, including intonation, volume, tone and action.</p> <p>Recognise an increasing range of different forms of poetry.</p> <p>Retrieve and record information from non-fiction texts.</p> <p>Participate in discussions about books read to them and those they read, taking turns and listening to what others say.</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> |   | <p><b>Autumn Term Texts:</b></p> <p><b>Fiction:</b><br/>           Extract – The BFG by Roald Dahl<br/>           Extract – The Butterfly Lion by Michael Morpurgo<br/>           Extract – The Wild Robot by Peter Brown</p> <p><b>Non-Fiction:</b><br/>           Meet Triceratops<br/>           Romans - Heating</p> <p><b>Poem:</b><br/>           Nothing to do by Valerie Bloom</p> <p><b>Poems to learn by heart:</b><br/>           Autumn Term: Don't put the mustard in the custard by Michael Rosen</p> |
| <p><b>Class Reads (teacher to choose order):</b> <a href="#">The Borrowers</a> by Mary Norton, Arthur and the Golden Rope by Joe Todd-Stanton, Varjak Paw by SF Said, The Day I Fell into a Fairy Tale by Ben Miller, The Wrong Shoes by Tom Percival, The Demon headmaster by Gillian Cross, Kensuke's Kingdom by Michael Morpurgo, The Accidental Prime Minister by Tom McLaughlin</p>   |   |   |

## Maths (Herts Essentials)

### Key Concepts

4LS1 – Place value: order and compare numbers beyond 1,000  
 4LS2 – Rounding, estimation and magnitude 4LS3 – Securing addition and subtraction mental fluency  
 4LS4 – Securing formal written addition and subtraction fluency  
 4LS5 – Counting in multiples of 6, 7, 9, 25 and 1,000  
 4LS6 – Multiplication and division facts: times tables  
 4LS7 – Factor pairs, integer scaling and correspondence problems  
 4LS8 – Problem solving including measures to apply place value, mental strategies and arithmetic laws  
 4LS9 – Multiply and divide a one or two-digit number by 10 and 100  
 4LS10 – Measure: conversion of units  
 4LS11 – Measure: compare, estimate, and calculate  
 4LS12 – Discrete and continuous data (time graphs), including application of scales and division

### Vocabulary

#### Number: Counting and number properties

|   |                  |                  |
|---|------------------|------------------|
| thousands<br>Roman Numerals (up to 100 / C) | negative numbers | positive numbers |
|---|------------------|------------------|

#### Number: Place value, ordering and comparing

nearest thousand  
four-digit

#### Number: Calculation

|                                   |                        |                            |
|-----------------------------------|------------------------|----------------------------|
| operation / operations<br>methods | factor<br>factor pairs | derive<br>distributive law |
|-----------------------------------|------------------------|----------------------------|

#### Statistics

|                              |                                |                       |
|------------------------------|--------------------------------|-----------------------|
| label<br>graph<br>time graph | x-axis<br>y-axis<br>line graph | inferring<br>variable |
|------------------------------|--------------------------------|-----------------------|

## Science (Oak Academy)

| Introduction to the human digestive system (4.1)   |  | Introduction to states of matter and changing states (4.2)  |   |
|--|--|---|---|
| Skills   | Knowledge  | Skills  | Knowledge   |
| <p>Explore the basic functions of the human digestive system.<br/>Identify different types of teeth and their functions.<br/>Asking questions, gathering and presenting data, recording findings with diagrams and charts, and reporting results through written and oral presentations.</p>   | <p>How the body processes food to extract nutrients.<br/>Know and identify different types of teeth and their functions.</p>   | <p>Explore the properties of solids, liquids, and gases, and how materials change state when heated or cooled.<br/>Clarify concepts of evaporation, condensation, and the water cycle<br/>Practical enquiries, careful observations, accurate measurements, and presenting of findings.</p> | <p>Types of solids, liquids, and gases, and how materials change state when heated or cooled.</p>   |
| <p><b>Vocabulary:</b> Teeth, incisors, observe, canines, molars, digestive system, functions, identify, omnivore, classify, digestion, saliva, oesophagus, stomach acid, intestine, nutrients, rectum, faeces, anus, digestive system, communicate, flowchart, presentation</p>  |  | <p><b>Vocabulary:</b> States of matter, solid, liquid, gas, properties, classify, state, heat, melt, temperature, thermometer, degrees celsius, data logger, condensation, melting temperature, water vapour, precipitation</p>   |   |
| History (Autumn 2)<br>The Ancient Greeks (4.1)   |  | Geography (Autumn 1)<br>Lake District (4.1)   |   |
| Skills   | Knowledge  | Skills  | Knowledge   |
| <p>To be able to develop chronological knowledge and understanding. To be able to address and devise historically valid questions about change, cause, similarity and difference, and significance. To be able to reach conclusions over preferred schoolings and life style available in the ancient Greek period based on research. To be able to compare similarities and differences between ways of life in different periods</p> | <p>To know where ancient Greece is. To know when the Ancient Greek period was. To know about Ancient Greek warfare. To know the similarities and differences between Ancient Greek schools. To know about the different Greek Gods. To know the alphabet used by the Ancient Greeks.</p> | <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including O.S. maps) to build their knowledge of the UK To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>                     | <p>To name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Understand geographical similarities and differences through the study of human and physical geography in a region of the UK.</p> |
| <p><b>Vocabulary:</b> location, BC, location, differences, similarities, Greece, Athens, Sparta, gods, schools, shield, weapon, terrain, climate, Greek mythology, symbolism, Zeus, Poseidon, Hades, Ares, Aphrodite, Hermes. capital, islands, hoplites, trireme, cuirass, warfare, phalanx, stylus</p>   |  | <p><b>Vocabulary:</b> atlas, globe, United Kingdom, grid reference, hills, mountains, coast, rivers, land use</p>   |   |

| Art – Autumn 1<br>Dragon Art – Sketching and Clay (4.1)  |  | Design and Technology (Plan Bee) – Autumn 2<br>Seasonal Stockings (4.1)   |  |
|--|--|---|--|
| Skills   | Knowledge  | Skills  | Knowledge  |
| <p>To begin to be inspired by other artists and their pattern choices.</p> <p>To develop skill with different pencil gradients.</p> <p>To use various types of media to achieve: line, texture, tone, colour, shape, pattern.</p> <p>To use a range of different resources to create detail including: slips, slab, joining</p> <p>To use artists artwork as an initial stimulus to inspire artwork.</p> <p>To begin to reflect on outcome of artwork and compare this to that of other artists.</p> <p>To acknowledge colour choice having a possible impact upon mood in a piece of artwork.</p> | <p>Know primary, secondary and tertiary colours.</p> <p>Know what are warm and cool colours.</p> <p>Know how to use different resources to create detail</p> | <p>To use pins to temporarily fasten two pieces of fabric together.</p> <p>To tie a knot and thread a needle.</p> <p>To use running stick, back stitch, overstitch and zigzag stitch to join two pieces of fabric together.</p> <p>I can sew a button, bead, sequin or pipe cleaner onto a piece of fabric.</p> <p>I can embroider shapes and patterns into a piece of fabric.</p> <p>I can use appliqué to add decoration to a piece of fabric.</p> <p>I can design a Christmas stocking incorporating a range of decorative techniques.</p> <p>I can use a template to cut out front and back pattern pieces.</p> <p>I can follow a design to create a product.</p> <p>To evaluate a finished piece making suggestions for improvements</p> | <p>To understand the traditions relating the Christmas stockings</p> <p>To explore a variety of different Christmas stockings, looking at function and visual appeal</p> <p>To know a selection of decorations that can be attached to a stocking – ribbon, buttons, applique, sequins, beads etc.</p> |
| <p><b>Vocabulary:</b> proportion, shade, tone, colour, shape, pattern, detail, slip, slab, roll, smooth</p> <p><b>Artists:</b> Bob Eggleton, Larry Elmore, Anne Stokes</p>   |  | <p><b>Vocabulary:</b> running stick, back stitch, overstitch and zigzag stitch, template, button, sequin, ribbon, applique, thread, needle, decoration, bead, pin , fasten, stitch</p>  |  |

## Music (Sing Up)

### Skills and Knowledge

#### **This little light of mine (4.11)**

- Improvise using the voice on the notes of the pentatonic scale.
- Sing in a gospel style with expression and dynamics.
- Play a bass part and rhythm ostinato along with the song.
- Listen and move in time to songs in a Gospel style.
- Sing part 1 of a partner song rhythmically.

#### **The pink panther theme (4.12)**

- Create atmospheric music for a scene with a given set of instruments.
- Recognise elements of the music that establishes the mood and character e.g. the rhythm.
- Talk about the effect of particular instrument sounds (timbre).

#### **Composing with colour (4.13)**

- Create short sounds inspired by colours and shapes
- Structure their ideas into a composition

Create and read graphic scores Understand timbre and texture

### Vocabulary

#### **This little light of mine**

**Pitch:** pentatonic, 'blue' note.

Structure: verse, chorus, call-and-response, echo, phrase.

**Tempo:** off-beat.

**Timbre:** articulation, legato (smooth), staccato (spiky, detached).

**Texture:** melody and accompaniment, unison, solo, ensemble.

**Other:** improvise.

#### **The pink panther theme**

**Duration:** short notes/detached notes (*staccato*).

**Dynamics:** quiet/loud, quieter/louder.

**Pitch:** stepping notes/close together notes.

**Timbre:** instruments in the piece (piano, vibraphone, saxophone, snare drum played with brushes, closed hi-hat off the beat, strings, brass), smooth, detached, clashing, scraping, tinkling, dull, smooth, harsh, rough, glissando, twang, wobble board, tremolo, pluck, strum, mute/dampen etc.

**Other:** character, words to describe the character (e.g. creeping, sneaking, spooky, frightening), words to describe mood (e.g. scary, sad, happy, spooky, exciting etc.).

#### **Composing with colour**

**Timbre:** the specific quality of each sound (often described as the 'colour' of the sound).

**Dynamics:** volume, loud and quiet.

**Rhythm:** a pattern of notes with different durations.

**Texture:** the way sounds are combined.

**Other:** Suite (a collection of short musical pieces played one after the other), graphic score (a visual representation of music), motif (a short musical idea).

| PSHE (Jigsaw)  |  | Computing (Switched on Computing)  |   |
|--|--|--|---|
| Skills   | Knowledge  | Skills   | Knowledge   |
| <p><b>Aut 1 - Being me in my world.</b><br/>Identify the feelings associated with being included or excluded<br/>Can make others feel valued and included<br/>Be able to take on a role in a group discussion/ task and contribute to the overall outcome<br/>Can make others feel cared for and welcomed<br/>Recognise the feelings of being motivated or unmotivated<br/>Understand why the school community benefits from a Learning Charter<br/>Be able to help friends make positive choices<br/>Know how to regulate my emotions</p> <p><b>Aut 2 – Celebrating Differences</b><br/>Try to accept people for who they are<br/>Identify influences that have made them think or feel positively/negatively about a situation<br/>Identify feelings that a bystander might feel in a bullying situation<br/>Identify reasons why a bystander might join in with bullying<br/>Revisit the ‘Solve it together’ technique to practise conflict and bullying scenarios<br/>Identify their own uniqueness<br/>Be comfortable with the way they look<br/>Identify when a first impression they had was right or wrong<br/>Be non-judgemental about others who are different</p> | <p><b>Aut 1 - Being me in my world.</b><br/>Know how individual attitudes and actions make a difference to a class<br/>Know about the different roles in the school community<br/>Know their place in the school community<br/>Know what democracy is (applied to pupil voice in school)<br/>Know that their own actions affect themselves and others<br/>Know how groups work together to reach a consensus<br/>Know that having a voice and democracy benefits the school community</p> <p><b>Aut 2 – Celebrating Differences</b><br/>Know that sometimes people make assumptions about a person because of the way they look or act<br/>Know there are influences that can affect how we judge a person or situation<br/>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying<br/>Know what to do if they think bullying is, or might be taking place<br/>Know the reasons why witnesses sometimes join in with bullying and don’t tell anyone<br/>Know that first impressions can change</p> | <p><b>Unit 4.1 – we are software developers</b><br/>develop an educational computer game using selection and repetition<br/>understand and use variables<br/>start to debug computer programs<br/>recognise the importance of user interface design, including consideration of input and output.</p> <p><b>Unit 4.2 - We are makers</b><br/>about the input – process – output model of computation<br/>about the inputs and outputs available on a BBC micro:bit<br/>to program using the MakeCode block-based environment<br/>to test and debug programs they write, using an on-screen simulator and the micro:bit<br/>how to convert and transfer a program written on screen to the micro:bit.</p> | <p><b>Unit 4.1 – we are software developers</b><br/>Design, write and debug programs that accomplish specific goals.<br/>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.<br/>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p><b>Unit 4.2 - We are makers</b><br/>Design, write and debug programs that accomplish specific goals.<br/>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.<br/>Use logical reasoning to explain how some simple algorithms work.</p> |
| <p><b>Vocabulary:</b><br/><b>Aut 1:</b> Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).<br/><b>Aut 2</b><br/>Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed</p>  |  | <p><b>Vocabulary:</b><br/><b>Unit 4.1 – we are software developers</b><br/>Algorithm, bug, debug, input, output, program, repeat loop, repetition, scratch, sequence, sprite, variable<br/><b>Unit 4.2 - We are makers</b><br/>Accelerometer, algorithm, Bluetooth, if/else ie/else, Javascript, Makecode, microbit, object code, runtime, simulator, source code, variable</p>  |   |

## Religious Education (R.E)- Herts Agreed Syllabus

### Skills

**Beliefs and practices** - Describe and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked. Make connections between different beliefs & practices.

**Sources of wisdom** – Explain and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Describe the impact on individual believers.

**Symbols and actions** – Explain how a range of beliefs, symbolic expression & actions can communicate meaning to individual followers. Describe some similarities between some symbols in different communities.

**Prayer, worship and reflection** – Describe why and where worshippers perform prayer and worship. Express their opinions on the value of stillness and personal reflection.

**Identity and belonging** – Describe some of the benefits and challenges individuals face when belonging to a faith community. Describe how some religious people are guided by their religious leaders.

**Ultimate questions** – Respond to a range of challenging ‘if’ and ‘why’ questions about making sense of the world, expressing personal reflections.

**Human responsibility and values** – Explain some of the beliefs and teachings about how people should treat others and the world. Describe how diverse communities can live together respectfully.

**Justice and fairness** – Consider and discuss questions on matters that are important in the world, including choices about what is right and wrong.

### Knowledge

#### Autumn 1 - What kind of world did Jesus Want? (4.1)

Gospel: Christianity

Learn about the concept of ‘Gospel’ which tells the story of the life and teaching of Jesus.

Learn about the calling of the first disciples and how Christians today try to follow Jesus.

Find out about Jesus’ actions towards other people and what example these set for Christians today.

Identify links between the teachings within the Bible and what the meaning of Jesus’ good news for Christians is.

Learn about the parable of the Good Samaritan and the importance of charity.

### Knowledge

#### Autumn 2 - For Christians, when Jesus left, what was the impact of Pentecost? (4.2)

Kingdom of God: Christianity

Find out about the events of Pentecost found in the Bible, considering which events would be needed to retell the story for someone else.

Consider what the events found in Acts 2 might have meant for the first Christians and what they mean for Christians today.

Make links between the description of the day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God.

Learn how Christians today show their beliefs about the Holy Spirit in worship and the way that they live their lives.

**Vocabulary:** Jesus, Disciples, follower, Clergy, Galilee, Vicar, Parable, Samaritan, Gospel, Evangelist

**Vocabulary:** Pentecost, Holy Spirit, Disciples, Lord’s Prayer, Baptised, tongues, Acts, Trinity, Apostles

## Physical Education (Complete PE)

#### Health and wellbeing: Mindfulness (4.11)

The unit of work will focus on exploring positive and negative emotions and managing them through using mindfulness techniques such as visualisation, using music, meditative balances, mime and deep breathing. Pupils will be able to bring these emotions to life and understand how we can manage them.

#### Game sense: Invasion (4.12)

The unit of work will develop pupils’ ability to apply the principles of attack vs defence, with a focus on effectively using their passing, moving and dribbling skills to create an attack that results in a shooting opportunity. Pupils will be introduced to defensive principles including marking.

#### Games: Invasion: Handball (4.21)

The unit of work will develop pupils’ ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.

#### Outdoor Adventure Activities: Problem solving (4.22)

The unit of work will develop pupil’s ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to apply skills essential to working within a team as well as create effective tactics.

4.11: Emotions, mindfulness, relaxed, relaxation techniques, expression, meditative balances, mime.

4.12: Attacker, defender, space, dribbling, marking, control

4.21: Attacker, defender, marking, transition, intercepting, shooting, free pass

4.22: Communication, tactics, teamwork, strategy, non-verbal communication, verbal communication

## French

### Skills

**Listening** - Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

**Speaking** - Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

**Reading** - Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.

**Writing** - Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.

**Grammar** - Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

### Knowledge

#### Phonetics – lesson 2 + Presenting myself (4.1)

Use basic greetings in French, ask somebody how they are feeling and reply when asked.

Ask somebody their name in French and reply when asked.

Recall numbers 1-20 in French.

Ask somebody how old they are in French and reply when asked. Ask somebody where they live in French and reply when asked.

Express my nationality in French and understand basic gender agreement rules

#### Joyeux Noel and Dictionary Skills 1(4.2)

To learn key vocabulary in a Christmas French song

To sing a Christmas French song with confidence


To learn key French Christmas vocabulary

To write a letter to Father Christmas

To understand key French cultural traditions

To use a bilingual dictionary with support

### Vocabulary


Je me présente

Nom 
Classe

Unit Glossary

| French                  | English                | French               | English  | French   | English   |
|-------------------------|------------------------|----------------------|----------|----------|-----------|
| Bonjour !               | Hello!                 | Je suis...           | I am...  | onze     | eleven    |
| Salut !                 | Hi!                    | français/française   | French   | douze    | twelve    |
| Ça va ?                 | How are you?           | anglais/anglaise     | English  | treize   | thirteen  |
| Ça va bien.             | I am fine.             | gallois/galloise     | Welsh    | quatorze | fourteen  |
| Ça va mal.              | I am not great.        | irlandais/irlandaise | Irish    | quinze   | fifteen   |
| Comme ci, comme ça.     | So-so.                 | écossais/écossaise   | Scottish | seize    | sixteen   |
| Ça va très bien.        | I am great.            | un                   | one      | dix-sept | seventeen |
| Ça va très mal.         | I am really not great. | deux                 | two      | dix-huit | eighteen  |
| très                    | very                   | trois                | three    | dix-neuf | nineteen  |
| Au revoir !             | Goodbye!               | quatre               | four     | vingt    | twenty    |
| À plus tard !           | See you later!         | cinq                 | five     |          |           |
| Comment t'appelles-tu ? | What is your name?     | six                  | six      |          |           |
| Je m'appelle...         | My name is...          | sept                 | seven    |          |           |
| Quel âge as-tu ?        | How old are you?       | huit                 | eight    |          |           |
| J'ai ... ans.           | I am ... years old.    | neuf                 | nine     |          |           |
| Où habites-tu ?         | Where do you live?     | dix                  | ten      |          |           |
| J'habite à...           | I live in...           |                      |          |          |           |

#### Key

**Vocabulary relating to Christmas** – Joyeux Noel, le sapin de noel, le Pere Noel, le gui, le renne, les cloches, le bonhomme de neige, le Cadeau, le traineau, une etoile, des guirlandes, la bougie.